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ABSTRACT

Generated in teacher workshops as part of a project in the development of a career education learning system by the school districts of the Fort Worth-Dallas area, each of these 22 learning modules describes student activities based on a small segment of existing high school curriculum and on one of nine career education learner outcomes. The modules are arranged according to grade level in the following subject categories: Grade 9 (Typing, Physical Education, English, Home Economics--Child Development, Mathematics, Music); Grade 10 (General Drafting, English, General Metalworking, Physical Education, Music--Orchestra, Drama); Grade 11 (Homemaking--Consumer Education, Physical Education, World History, American History); Grade 12 (Trigonometry, English, American Government, Office Procedures, Art, Vocational Agriculture). Each module contains the subject, career education learner outcome, performance objective, grade level, curriculum content, activities, resources/ suggestions, and evaluation. The nine career education learner outcomes (one of which is correlated with each module) are: (1) career planning and decision making, (2) career and occupational information, (3) job acquisition and retention, (4) attitudes and appreciation for career success, (5) skills in human relationships for careers, (6) self-investigation and evaluation for career success, (7) personal/work/societal responsibilities, (8) economic factors influencing career opportunity, and (9) education/career opportunity relationships. (TA)

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TEACHER-DEVELOPED CURRICULUM MODULES FROM SELECTED REGIONS OF TEXAS

Combining

Basic Learner Outcomes for Career Education
and
Existing Curriculum in Grades 9 through 12

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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VT-103-633

Texas System for Incremental Quality Increase
and
Partners in Career Education

1976

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Partners in Career Education
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Act
Division of Regional Education Services
Texas Education Agency

Amendment to Title I; and Part B, Education for
the Handicapped Act
Division of Special Education
Texas Education Agency

Part B-Regular, Vocational Education Act as
Amended 1968
Division of Occupational Research and Development
Texas Education Agency

P R E F A C E

How can the school curriculum be made more responsive to students' needs? Contained in this book and its three companion volumes are descriptions of a few ways in which Texas teachers responded to this question. These career education-oriented answers were gathered from twelve of the twenty education service center regions of the state. They reflect teachers' growing awareness of the support given to career education by the Texas public.

The curriculum ideas were generated in workshops conducted by Partners in Career Education as a part of a USOE-funded project. These recorded suggestions, called modules, will be combined into an ever-evolving collection of curriculum ideas and will constitute one segment of a learning system for career education.

Development of the learning system is the objective of the Partners in Career Education project. This five year project, funded by the Texas Education Agency, is sponsored by the Dallas Independent School District, the Fort Worth Independent School District, Education Service Center, Region 10 and Education Service Center, Region 11. The curriculum materials presented herein relate to two of the processes involved in the development of the total learning system. All products of the learning system will be available for dissemination. In simplest terms the major processes and products are:

Process	Product or System Element
I. Identification of operational definitions of career education; statewide validation of the profile of a seventeen year-old	Basic Learner Outcomes for Career Education (Published 1973)
II. Design and validation of measurement system. statewide tryout and field test of instruments, manuals, and interpretive guides	Texas Career Education Measurement Series (Developmental copy 1975)
III. Distribution of basic learner outcomes by grade level and subject area	Matrix of Basic Learner Outcomes for Career Education (Developmental copy 1974)

IV.	Continuous compilation of classroom teachers' suggestions for fusing career education concepts and curriculum content	Exemplars of Infused Curricula Indexed According to the Basic Learner Outcomes for Career Education (Developmental copy 1975)
V.	Evaluation of various staff development procedures for writing curriculum modules	Staff development guide (Developmental copy 1975)
VI.	Identification of basic steps required for implementation of the learning system at the local school level	Implementation Plan (1977)

The USOE-funded project, called Texas System for Incremental Quality Increase, is administered through the Division of Career Education of the Texas Education Agency. Two cycles of curriculum writing workshop sessions are described in the proposal. Cycle I workshops, conducted during the fall of 1975, involved fifty classroom teachers from each of ten participating education service center regions. Cycle II workshops are scheduled to be conducted during the spring of 1976. The learning modules contained in this volume are typical of the modules produced by teachers in the workshops.

A C K N O W L E D G E M E N T S

Many individuals were involved in the development of the curriculum materials represented by the examples in this volume. To these contributors, too numerous to be mentioned by name, gratitude is expressed. A special expression of gratitude is made to the creative classroom teachers who have described appropriate ways of infusing career education concepts into the existing curriculum.

Personnel within various departments and divisions of the Texas Education Agency have provided strong support and guidance to the career education effort. Their assistance is gratefully acknowledged together with that of numerous public school administrative and instructional leaders.

Members of the Partners in Career Education staff are grateful to the personnel from Education Service Center Regions 10 and 11 who, over a two-year period, provided opportunities for the refinement of the curriculum-writing format and the accumulation of teacher ideas. Special recognition is accorded the Irving Independent School District for its extensive curriculum development efforts.

Appreciation is expressed to the directors and staffs of the education service centers, public-school administrators, and the fifty teachers in each region that helped make the workshops possible. Education service centers included in the Texas System for Incremental Quality Increase project are:

Region 1, Edinburg

Region 4, Houston

Region 8, Mt. Pleasant

Region 12, Waco

Region 13, Austin

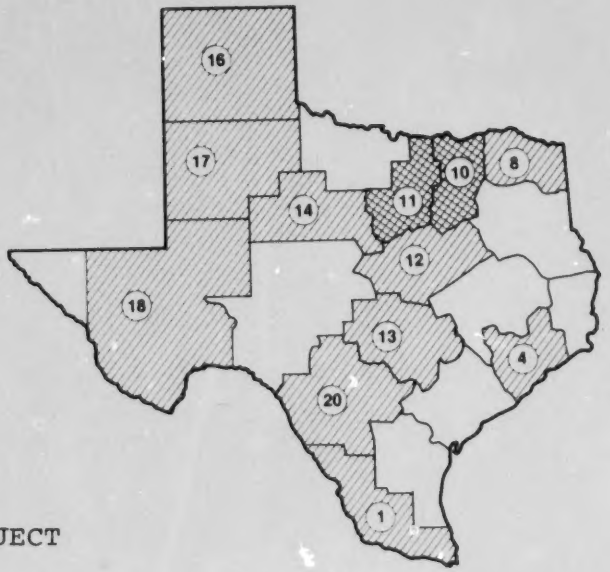
Region 14, Abilene

Region 16, Amarillo

Region 17, Lubbock

Region 18, Midland

Region 20, San Antonio



CURRICULUM-WRITING PROJECT

ESC Regions Participating 1975-1976

ESC Regions Involved in Refining Writing Process 1973-1975.

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DISCUSSION OF TERMS

Although almost any of the 177 learner outcomes could by developed in any subject area and at any grade level, the matrix provides a structure for their sequential development throughout grades K-12.

Learning modules are bits and pieces of career-oriented curriculum. They are teacher-developed descriptions of student activities based upon small segments of curriculum and a learner outcome for career education.

Career Education Learner Outcomes are the 177 statements contained in the Texas Education Agency publication, Basic Learner Outcomes for Career Education. These statements were identified by a large statewide sampling of students, parents, educators, and representatives of business and industry. The outcomes are organized into the following categories:

1 - Career Planning and Decision Making
2 - Career and Occupational Information
3 - Job Acquisition and Retention
4 - Attitudes and Appreciation for Career Success
5 - Skills in Human Relationships for Careers
6 - Self-investigation and Evaluation for Career Success
7 - Personal/Work/Societal Responsibilities
8 - Economic Factors Influencing Career Opportunity
9 - Education/Career Opportunity Relationships

Learner outcomes have two-part numbers, such as 4:06. The digit to the left of the colon refers to one of the nine categories. Digits to the right of the colon designate the number of the learner outcome within the category.

Each of the learner outcomes has been tentatively placed in a table to show its relationship to the total school program. This scope and sequence information has been outlined in the publication, Matrix of Basic Learner Outcomes for Career Education. Each matrix page includes grade levels and subject areas deemed most appropriate for an outcome.

Performance objectives are behaviorally stated objectives which have, in some instances, been modified by teachers to fit realistic situations. Curriculum infusion is apparent in the performance objective of each module. The objective is simultaneously directed toward attainments related to the curriculum and the learner outcome. Few of the objectives encompass the entire contents of the module; most are focused upon representative student behavior.

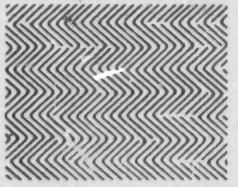
DISTRIBUTION OF MODULES BY GRADE LEVEL
AND CAREER EDUCATION CATEGORY

GRADE LEVEL	LEARNER OUTCOME CATEGORY								
	1	2	3	4	5	6	7	8	9
9			3:02 Typing	4:05 Physical Education		6:12 English 6:16 Home-making		8:08 Math	9:15 Music
10		2:10 General Drafting		4:01 English 4:04 General Metalwork-ing	5:02 Physical Education 5:04 Music		7:02 Drama		
11	1:02 Home-making			4:07 Physical Education			7:11 World History	8:31 American History	
12				4:08 Trigonom-etry	5:11 English	6:03 American Government 6:09 Office Procedure 6:17 Art		8:01 Vocational Agricul-ture	

GRADE NINE

Category III. Job Acquisition and Retention

Learner Outcome 3:02 The student should be able to demonstrate that he possesses appropriate skills, such as: he should have his social security number, and names, addresses and phone numbers of references readily available; he should indicate types of jobs preferred and expectations of the job (hours, pay and experience to be gained); he should answer questions promptly and as accurately as possible; he should use acceptable manners and good posture; he should ask questions regarding fringe benefits, advancement opportunities, training and union membership; he should show enthusiasm.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English and Vocational Education Mathematics Science Social Studies		Introduce
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English and Vocational Education Mathematics Science Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
English and Vocational Education Mathematics Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Typing I

GRADE LEVEL: 9

CAREER EDUCATION LEARNER OUTCOME: 3:02

The student should be able to demonstrate appropriate skills, such as he or she should: Have a social security number, and the names, addresses and phone numbers of references readily available; indicate types of jobs preferred and expectations of the job; e.g., hours, pay and experience to be gained.

PERFORMANCE OBJECTIVE:

The student will be able to type with accuracy an application form for a Social Security number and a personal resume.

Curriculum Content	Activities	Resources/Suggestions
ALIGNMENT Special typewriter parts . aligning scale . variable line spacer Forms requiring alignment . application form . personal data sheet or resume	The student will: 1. Read the text information on the aligning scale. 2. Type the alphabet, noting the amount of space between the typing and the aligning scale. 3. Complete the following activities using the aligning scale: . Insert a half sheet of paper into the typewriter. . Type his or her name down the page, leaving out the second letter in the first and last name. . Remove the paper. . Reinsert the paper; correctly fill in the missing letters, using the aligning scale.	Text: Lessenberry, Century 21 Typewriting, Dallas: Southwestern Publishing Company, 1972, p. 85.

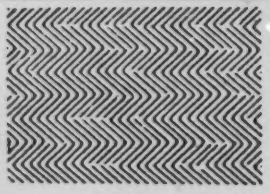
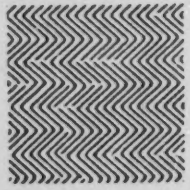
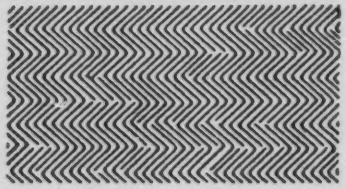
Curriculum Content	Activities	Resources/Suggestions
	. Draw six horizontal lines any place on a typing sheet. . Insert the paper and type his or her name, aligning it correctly above each line.	
	4. Complete an application for a Social Security number, aligning the information above the appropriate line.	Teacher Information: Applications may be procured from the local Social Security office.
	5. Type the personal data sheet given in text.	Text: p. 224.
	6. Compose and type a personal data sheet or resume for himself or herself.	Telephone books.
	7. With the teacher, review the completed resume, noting accuracy of typing, consistency of form and completeness of information.	
	8. Type responses to teacher evaluation questions: a) What materials should a person carry when he or she goes for a job interview? b) What information should be included on a personal data form or resume? c) What type of people should be listed as references on a resume? d) What common courtesy should be extended before a person is listed as a reference?	

EVALUATION: The student will type with accuracy an application form for a Social Security number and a personal resume.

MATRIX OF BASIC LEARNER OUTCOMES

Category IV. Attitudes and Appreciation for a Career Success

Learner Outcome 4:05 The student should understand the importance of staying with a task until it is completed.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Science Language Arts Mathematics Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Science Language Arts Mathematics Social Studies		Develop
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Physical Education Language Arts/English Mathematics Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Physical Education GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

PERFORMANCE OBJECTIVE: The student will be able to (1) demonstrate the basic skills of basketball and knowledge of the rules of the game in a scrimmage session and (2) using a class-made scale, assess the extent to which he or she functioned as a team member.

Curriculum Content	Activities	Resources/Suggestions
BASKETBALL	The student will:	
Basic rules of basketball	1. Participate in a teacher review on the basic fundamental rules of basketball and the importance of each position in basketball.	Film: "Basketball for Girls--Fundamental Techniques," 14 min., Chicago: Coronet International Films, 1972.
Importance of team work	2. Discuss with the class and the teacher the importance of each position and specific ways in which each player supports and is supported by the rest of the team.	Teacher Information: Students should identify the need to stay with his or her assigned task until the game is completed.
Skill areas . passing . dribbling . foot movements . shooting	3. Help the class draft a brief self-evaluation scale that could be used to rate extent to which a player worked as a basketball team member. 4. Join in one of two parellel lines and pass the ball back and forth several times, moving back two steps after ten passes.	

Curriculum Content	Activities	Resources/Suggestions
	5. Run the length of court while passing the ball back and forth using different kinds of passes: bounce, baseball, chest and overhead.	
	6. Join in one of two lines and dribble the ball the full length of the court and then pass it to the next student.	
	7. Dribble the ball around the full length of the court and through an obstacle course formed with chairs.	
	8. Join one of two lines of players that are facing each other and side step the full length of the court passing the ball back and forth, and not walking with the ball.	
	9. Stand in a defensive position--move side to side, backwards or forward in accordance with hand signals given by the instructor.	
	10. Move from the same defensive position as the instructor gives a whistle signal.	Whistle signals: one blast backward, two forward, three to the right and four to the left
	11. With other players form a half circle inside the free throw lane area, shoot at the basket while using the correct hand and feet positions. After shooting the basketball several times, move back a step and start again.	
	12. Follow up with left and right lay-ups, set shots and post shots.	

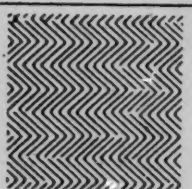
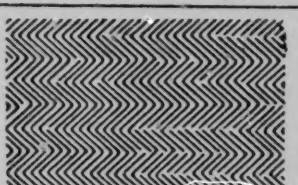
Curriculum Content	Activities	Resources/Suggestions
	13. Perform follow-up drills: a. figure 8 b. dribble game of tag c. 1 on 4, 2 on 2, 2 on 3 d. scrimmage e. five girl/boy weave f. game of 21 or three feathers	
	14. Participate in a basketball scrimmage.	Teacher Information: Students are to observe basketball rules and play effectively as a "team member."
	15. Using the class-made evaluation scale, rate his or her effectiveness as a member of the basketball team, including the factor of his or her active involvement until the game was completed.	

EVALUATION: The student will (1) demonstrate the basic skills of basketball and knowledge of the rules of the game in a scrimmage session and (2) using a class-made scale, assess the extent to which he or she functioned as a team member.

MATRIX OF BASIC LEARNER OUTCOMES

Category VI. Self-investigation and Evaluation for Career Success

Learner Outcome 6:12 The student should understand that he applies or rejects values into his personal philosophy by questioning his likes or dislikes when he meets new ideas, tries the new ideas on for size, and then applies them to his value system or discards them.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Health Language Arts/English Social Studies		Introduce
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English and Vocational Education Art Health Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
English and Vocational Education Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 9

CAREER EDUCATION LEARNER OUTCOME: 6:12 The student should understand that one applies or rejects values into one's personal philosophy by questioning one's likes or dislikes when meeting new ideas, trying the new ideas on for size and then applying them to one's value system or discarding them.

PERFORMANCE OBJECTIVE: The student will be able to identify those factors which contribute to fictitious writings and tell how an author's personal philosophy, as one of those factors, contributes to prejudice as identified in history and literature.

Curriculum Content	Activities	Resources/Suggestions
FACT VS. FICTION Elements of the short story . theme . plot . setting . characters	The student will: 1. Read the short story "Indian Burial," by Dean Dover.	Text: Pooley, Robert C. (ed.) Outlook Through Literature, Unit 1, "The Short Story," Glenview, Illinois: Scott Foresman and Company, 1968, pp. 75-85.
	2. Participate in a class discussion to identify the elements of the short story: theme, plot, setting and characters.	
	3. Participate in a teacher-led discussion of author's use of fact and fiction and identify passages from the story which appear to be factual and those which could be fictional.	Text, "Author's Craft: Fact and Fiction," pp. 84-85. Teacher Information: Distinguishing between fact and fiction . "I" stories are not always factual

Curriculum Content	Activities	Resources/Suggestions
		. fictionalized autobiography . embellish facts to create more impact . incidents are meaningless . author tells story as he sees it or for what it means to him . story then too is only what it means to the observer
	4. Participate in a teacher-led discussion of the license authors have in presenting facts which may result in distortions of the truth or representations of a limited view of a subject.	
	5. Discuss the fact that a misled reader probably is one who is unable to distinguish between fact and fiction and to identify the author's use of exaggeration, imagination or isolated incidents around which to create a story.	
Factors influencing author's writing . exaggeration . imagination . forgotten details	6. Discuss each children's story and react to the characters or theme and the conclusion presented by the author.	Teacher Information: To illustrate how fact and fiction can be difficult to separate, refer to such children's stories as "Little Black Sambo," "Jack and the Beanstalk," "Hansel and Gretel," "Little Red Riding Hood" and "The Ugly Duckling."

Curriculum Content	Activities	Resources/Suggestions
. stereotypes . misconceptions . limited experiences . tradition . prejudice	7. Cite examples of the way certain characters are being portrayed in TV shows and name factors which probably contribute to the authors' presentations of the characters.	Teacher Information: Examples of TV shows: "All In The Family," "The Jeffersons," "Rhoda," "Joe Forrester" or "The Waltons."
	8. Compare radio programs and movies of thirty years ago with those of today in terms of treatment of minority groups.	
. lack of information . political pressure . religious conflicts . superstition . fear within . hate context . envy of public opinion	9. Research the available American and Texas history books identifying and discussing the ways in which Mexicans, Indians, aliens, Orientals, Germans, Jewish, Blacks and women have been depicted in history.	Resources: School's adopted American and Texas history texts.
	10. Compare earlier histories with currently adopted texts to determine changes.	
	11. Talk with class members about the ways in which various people have been represented in history, emphasizing the factors which probably influenced the authors' to depict people in certain ways.	Examples: Benedict Arnold, Russians or British during different eras, women
	12. Discuss the relationship of historical views to literary works such as blacks "Uncle Tom's Cabin" and Jews (Skylock in "The Merchant of Venice.")	

Curriculum Content	Activities	Resources/Suggestions
Prejudice . misinformation . fear . lack of knowledge . parental attitudes . peer pressure	13. Help develop a list of factors which contribute to prejudice and identify instances in which the factors have been exhibited in print and non-print media. 14. Write a story about the incident that involved other people and him or her. 15. Share the story, analyze parts he or she had to "make up" in order to "recreate a true experience" and tell what factors influenced the representation of the characters in the story.	

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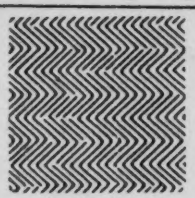
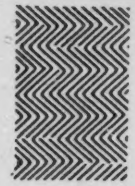
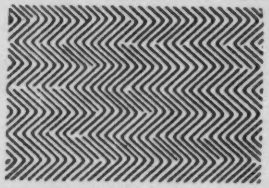
EVALUATION: The student will identify those factors which contribute to fictitious writings and tell how an author's personal philosophy, as one of those factors, contributes to prejudice as identified in history and literature.

MATRIX OF BASIC LEARNER OUTCOMES

Category VI. Self-investigation and Evaluation for Career Success

Learner Outcome 6:16 The student should understand that there are many situations in which he might find it necessary to make adjustments.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Language Arts Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies Language Arts/English		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies and Vocational Education Language Arts/English		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Home Economics--Child Development GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 6:16 The student should understand that there are many situations in which it will be necessary to make adjustments.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate an ability to make the adjustments necessary in order to properly care for pre-school children during a school play day.

Curriculum Content	Activities	Resources/Suggestions
BABYSITTING Characteristics of a good babysitter . love and understanding . maturity . business-like attitude . good physical and mental health . adaptability . ability to organize . good manners . safety conscious . job proficiency . demand . ethical Responsibilities of sitter Responsibilities of sitter's parents	The student will: 1. Participate in a teacher-led review of the characteristics of toddlers, three-year olds, four-year olds and five-year olds. 2. Read "Characteristics of a Successful Sitter," "Getting Along With Children," "Pre-School Children," "Safety Tips" and "Play Activities" sections of pamphlet, Sitting Safely. 3. With a partner, relate to the class her or his interpretation of one of the characteristics of a good babysitter. 4. With other students, role play a situation illustrating the responsibilities of parents, sitter's parents or parent-employers.	Teacher Information: This module follows a study on the characteristics of pre-school children. Sitting Safely. Pamphlet available from Gerber Products Company.

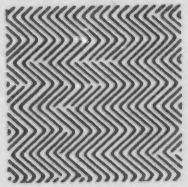
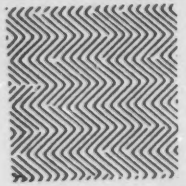
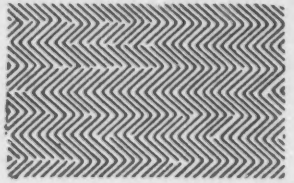
Curriculum Content	Activities	Resources/Suggestions
Responsibilities of parent-employers Play Day Time schedule Play materials Refreshments	5. With the class, play the game on child safety, "Play It Safe." 6. With a partner, write an article or contribution for The Sitter's Herald. 7. Fill out the "Babysitting Information Sheet" for an imaginary family. 8. Check the information sheet completed by a classmate to see that routines and schedules, necessary telephone information and other pertinent data are included. 9. Participate with the class in planning for Play Day. 10. Invite a pre-school child to class for Play Day. 11. Participate in Play Day. 12. Upon successful completion of the activities described, receive a certificate signed by the teacher recommending her or him as a good babysitter.	"Play It Safe," Forecast for Home Economics, Dec. 1970, p. 38. The Sitter's Herald, a student produced publication. "Babysitting Information Sheet"

EVALUATION: The student will demonstrate an ability to make the adjustments necessary in order to properly care for pre-school children during a school play day.

MATRIX OF BASIC LEARNER OUTCOMES

Category VIII. Economic Factors Influencing Career Opportunity

Learner Outcome 8:08 The student should understand what interest is and why it is a necessary charge for using other people's money.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Mathematics Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Mathematics Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Mathematics and Vocational Education Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Mathematics

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 8:08 The student should understand what interest is and why it is a necessary charge for using other people's money.

PERFORMANCE OBJECTIVE: The student will be able to accurately compute different variations of the formula I = P x R x T and understand why interest is a necessary charge for using other people's money.

Curriculum Content	Activities	Resources/Suggestions
INTEREST Review of percent operations Define: . P = principal . I = interest . R = rate . T = time Computing different variations of the formula: I = P x R x T	The student will: 1. Observe and listen as the teacher reviews percent operations involving multiplying and dividing decimals. 2. Work percent-related problems dictated by the teacher. 3. Observe an overhead-projector demonstration of interest calculations and variations of I = PRT applications. 4. Define to a partner the meaning of the formula, I = PRT. 5. Using interview or research techniques, determine the amount of interest paid on: . a 20-year and a 30-year home mortgage . a 2-year and a 3-year new car loan . a $100 loan at a bank, at a finance company and at a credit union	

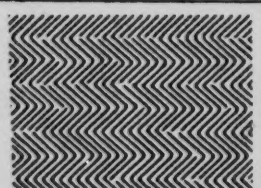
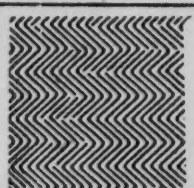
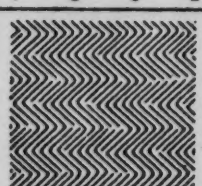
Curriculum Content	Activities	Resources/Suggestions
	6. Practice calculating variations of $I = P \times R \times T$.	Teacher Information: $I = P \times R \times T$ $\frac{I}{P \times R} = T$, $\frac{I}{P \times T} = R$ $\frac{I}{R \times T} = P$
	7. View and discuss film on banking.	16mm film: "Is A Career in Banking For You," Set 5, Color, 14 minutes, Philadelphia, Pennsylvania: Counselor Films, Inc., 1972.
	8. Interact with a bank representative as he or she explains the relationship between the four terms in the formula, $I = P \times R \times T$.	

EVALUATION: The student will accurately compute different variations of the formula $I = P \times R \times T$ and understand why interest is a necessary charge for using other people's money.

MATRIX OF BASIC LEARNER OUTCOMES

Category IX. Education/Career Opportunity Relationships

Learner Outcome 9:15 The student should understand that by listening and reading he can be exposed and/or absorb the thoughts and knowledge of others.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts Mathematics Music Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts Mathematics Music Social Studies		Develop
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English Mathematics Music Social Studies Spanish		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 9

CAREER EDUCATION
LEARNER OUTCOME: 9:15 The student should understand that by listening and reading he or she can be exposed to and/or absorb the throughts and knowledge of others.

PERFORMANCE OBJECTIVE: The student will be able to identify, through sightreading and listening, music composed in a given major key and to discuss how the skills enable him or her to understand the feelings and thoughts expressed by the composer.

Curriculum Content	Activities	Resources/Suggestions
MAJOR SCALES Major scales by numbers . 1,2,3,4,5,6,7,8 . 1,3,5 . 1,3,4,5 . 1,3,4,5,6 . 1,3,4,5,6,7,8	The student will:	Text: Vandre, Carl, Four-Part Sight Reading Fun, Melville, New York: Belwin-Mills Publishing Corporation.
	1. Practice singing several major scales.	Teacher Information: Have students practice until thoroughly familiar with the sound.
	2. Sing 1,3,5 in a key within his or her vocal range.	Teacher Information: Have students sing in many types of sequences. For example, 1,3,5; 3,5,1; 5:3,1.
	3. Make a tic-tac-toe graph.	

Curriculum Content	Activities	Resources/Suggestions
	4. Compose a melody within the graph using 1,3,5: Start with 1 in the upper left corner, go clockwise and end with 1 in the center block.	Suggested format: Start 1 | 3 | 5 5 | 1 finish | 3 3 | 5 | 5
	5. Sing the melody for the entire class.	
	6. From a musical staff, sing exercises using 1,3,5 in several keys.	Suggested text: Crawl, Lawton and Whittaker, The Talk Song Sight Singing Series, New York: Oxford University Press, p. 4.
	7. Sing 1,3,4,5 in a key within his or her vocal range.	
	8. Make a tic-tac-toe graph.	
	9. Compose a melody within the graph using 1,3,4,5: refer to Activity #4.	
	10. Repeat activities #7, 8 and 9 for the following acales: 1,3,4,5,6; 1,3,4,5,6,7, 8; 1,2,3,4,5,6,7,8.	
	11. Participate in class discussion of how, through reading music, he or she is exposed to the composers' thoughts and feelings.	

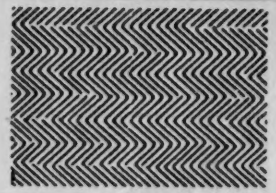
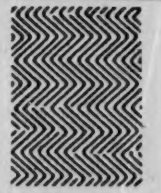
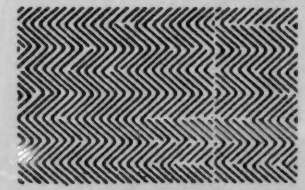
EVALUATION: The student will identify, through sightreading and listening, music composed in a given major key and to discuss how the skills enable him or her to understand the feelings and thoughts expressed by the composer.

G R A D E T E N

MATRIX OF BASIC LEARNER OUTCOMES

Cateogry II. Career and Occupational Information

Learner Outcome 2:10 The student should be aware of various jobs he can have with the same skills.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Language Arts Mathematics Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English Mathematics Science Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
English and Vocational Education Mathematics Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: General Drafting

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 2:10 The student should be aware of various jobs he or she can have with the same skills.

PERFORMANCE OBJECTIVE: The student will be able to identify basic drafting tools and their uses and to name six occupations that require a knowledge of drafting skills.

Curriculum Content	Activities	Resources/Suggestions
INTRODUCTION TO GENERAL DRAFTING Levels of graphic communication: . creative . technical . market . construction Types of technical drawings: . multiview . pictorial . schematic Drafting tools . "T" square . triangles . scales . templates . others	The student will: 1. Read text, pp. 6-14. 2. Participate in a teacher-led discussion of reasons drafting or technical drawing is a universal language and of the advantages of mechanical drawings over plain photographs. 3. Take notes as the teacher describes the levels of graphic communication. 4. Examine examples of types of technical drawings.	Text: French, Svenson, Helsel, Urbanick, Mechanical Drawing, New York: McGraw-Hill Book Co., 1974, pp. 6-14. Teacher Information: Photographs do not indicate true dimensions. Mechanical drawings show as many views of an object as may be necessary to define its exact shape and size.

Curriculum Content	Activities	Resources/Suggestions
Drafting-related occupations . engineering . architecture . surveying Some specialized fields of drafting . architectural . aeronautical . structural . machine . electrical and electronics . surface development . technical illustration . statistical	5. Identify by type the technical drawings displayed.	Varied types of technical drawings.
	6. Listen and observe as teacher demonstrates and explains the tools used in making mechanical drawings.	"T" square, triangles, scales, templates and other tools associated with drafting.
	7. View film, "Drafting Occupations and Opportunities."	16mm film: "Drafting Occupations and Opportunities," 13 min., Santa Monica, California: BFA Educational Films, 1969.
	8. Using the film as a reference, contribute to a class list of jobs associated with drafting.	
	9. Discuss under teacher direction the history of drafting and men famous in other fields who had knowledge of drafting.	
	10. Use the D.O.T. to determine with which occupational group drafting is identified and some specialized fields of drafting.	U. S. Department of Labor, Dictionary of Occupational Titles, Washington, D.C. U. S. Government Printing Office, 1974-75, pp. 3 and 36. Drafting is in the three digit-occupational group with engineering, architecture and surveying.

Curriculum Content	Activities	Resources/Suggestions
	11. If selected by the teacher, read the drafting-related entries in the D.O.T., and report to the class on the number and types of jobs listed that require drafting skills.	
	12. With a partner, read the Occupational Outlook Handbook to secure information regarding specific aspects of drafting.	U. S. Department of Labor, Occupational Outlook Handbook, U. S. Government Printing Office, 1974-1975, pp. 226-228. Suggested topics: . Nature of draftsmen's work . Earnings expectations . Working conditions . Normal hours of work . Ability requirements . Education and training requirements . Personality temperament best adaptable to draftsman's work
	13. Orally review names and content of high school courses that probably would be helpful to the future draftsman or engineer.	

Curriculum Content	Activities	Resources/Suggestions
	14. In a class sharing session, discuss the information gained, summarize the advantages and disadvantages of occupations relating to drafting.	

EVALUATION: The student will identify basic drafting tools and their uses and to name six occupations that require a knowledge of drafting skills.

MATRIX OF BASIC LEARNER OUTCOMES

Category IV. Attitudes and Appreciation for a Career Success

Learner Outcome 4:01 The student should be concerned with the concept of quality in relation to a task or job.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject: Language Arts Health Physical Education Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12	Introduce
Recommended Subject: Art Language Arts/English Mathematics Science Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12	Develop
Recommended Subject: Language Arts/English Art Science Social Studies Speech	K 1 2 3 4 5 6 7 8 9 10 11 12	Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 4:01 The student should be concerned with the concept of quality in relation to a task or job.

PERFORMANCE OBJECTIVE: The student will be able to compare in writing his or her concept of quality work and that of the Gessler brothers in the short story, "Quality."

Curriculum Content	Activities	Resources/Suggestions
THE SHORT STORY "Quality" by John Galsworthy Identification of points of view . personal . dramatic . omniscient	The student will: 1. Participate in a teacher-led discussion of the various points of view an author can use in telling a story, reviewing the examples provided. 2. Read the story, "Quality," noting the point of view of the author and the theme of the story. 3. Participate in class discussion of the point of view in the story, "Quality."	Teacher Information: Provide examples which illustrate the various points of view in telling a story. Text: Pooley, Robert C. (ed.), Exploring Life Through Literature, Chapter 1, "The Short Story," Dallas: Scott, Foresman and Company, 1968, pp. 94-98. Teacher Information: Ask question five on page 98 of the text under the section "What Do You Say?" to key discussion: "Does John Galsworthy use the personal point of view,

Curriculum Content	Activities	Resources/Suggestions
		the dramatic point of view, or the omniscient point of view in telling his story? In answering, identify the narrator and explain the extent to which he sees into the minds and hearts of the characters."
Identification of theme elements . quality vs. mass production . conformity to old ways . non-use of new ways . obsolescence	4. As a member of a small group, state the theme of the short story and cite passages to support the theme identified by the group.	
	5. Help present and defend his or her statement and challenge the themes identified by the other groups.	
Definition of quality . Gessler's . general . student's	6. Participate in a class discussion of passages of the story which help determine the Gessler brothers' concept of quality.	Teacher Information: Base discussion on questions 1-4, "What Do You Say?", p. 98 of the text. Example: 4. Describe the "quality" of a Gessler-made boot.
	7. Help the class gain consensus on a general definition of quality.	Note: Encourage students to share their perceptions.
	8. In writing, compare and contrast his or her view of quality with that of the Gessler brothers.	

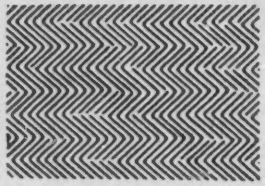
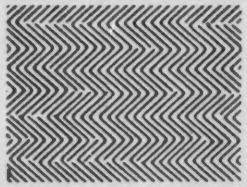
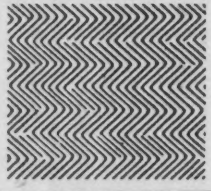
Curriculum Content	Activities	Resources/Suggestions
	9. Express in writing his or her feelings about the Gessler brothers' plight, their concept of quality and the implications for quality in relation to a task or job. 10. If he or she desires to do so, participate as class members share orally the thoughts that they have expressed in writing.	

EVALUATION: The student will compare in writing his or her concept of quality work and that of the Gessler brothers in the short story, "Quality."

MATRIX OF BASIC LEARNER OUTCOMES

Category IV. Attitudes and Appreciation for a Career Success

Learner Outcome 4:04 The student should want to work for personal satisfaction and independence.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Health Language Arts Mathematics Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Science Language Arts/English Mathematics Physical Education Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English and Vocational Education Mathematics Music Social Studies		Emphasize

LEARNING MODULE

PARTNERS IN CAREER EDUCATION

SUBJECT: General Metalworking I

GRADE LEVEL: 10-12

CAREER EDUCATION
LEARNER OUTCOME: 4:04 The student should want to work for personal satisfaction and independence.

PERFORMANCE OBJECTIVE: The student should be able (1) to join together six pieces of metal by making five welding joints, (2) to describe his or her feelings about learning the welding skills and (3) tell ways in which becoming a competent welder could help him or her achieve economic independence.

Curriculum Content	Activities	Resources
ARC WELDING Welding with electric current . shielded metal-arc . carbon arc . tig Types of welding . alternating current (AC) generator & transformer . direct current (DC) . reverse and straight polarity Safety considerations . infrared rays . ultraviolet rays . sparks . burns . clothing	**The student will:** 1. Read Unit 43 of the text. 2. Participate in a group discussion including safety, welding experience of students, working conditions of welders, necessary safety precautions, tools used in arc welding and differences between AC and DC currents. 3. View film loops 1, 2 & 3 concerning arc starting. 4. Discuss the film-presented procedure for striking arc by scratch and up-down methods. 5. Learn the AWS numbering code for arc welding electrodes.	Text: Ludwig, McCarthy, Metalwork Technology and Practice, Unit 43, Bloomington, Illinois: McKnight Publishing Company, 1969. Basic Arc Welding Film Loops Mimeographed handout of AWS codes.

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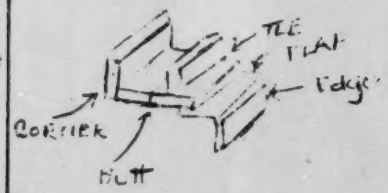
Curriculum Content	Activities	Resources
Welding tools . wire brush . chipping hammer . wedges . clamps . pliers or tongs	6. Watch welding machines being turned on and adjusted.	
	7. Demonstrate how machines are turned on and off and how they are adjusted.	
	8. Practice striking arc with up-down motion and scratch motion.	
Electrode numbering system - AWS	9. Practice maintaining arc length and electrode angle without using lateral motion.	
Starting arc methods . up-down . scratch	10. Make 90° corner weld.	Two pieces of metal 4" long, 2" wide, 1/4" thick Teacher Information: Help students determine the condition of each weld, help them be positive about what has been accomplished.

Curriculum Content	Activities	Resources
	11. Make fillet weld.	
	12. Continue to make successive welding beads inside fillet (Exhibit A) until he or she has demonstrated the ability to control arc length, speed and feed.	EXHIBIT A
Arc motions . circular . semi circular . zig-zag . figure eight	13. Watch a demonstration on arc movement.	Demonstration by teacher or advanced student.
	14. Practice arc motions.	Use Exhibit A
Position welding . flat . horizontal . vertical . overhead	15. Watch film loops 7, 8, 9, 10 on position welding.	
	16. Watch a demonstration of position welding and participate in a discussion concerning problems that may arise.	Demonstration by teacher or advanced student.
	17. Practice position welding.	Use Exhibit A
Welding joints . butt . lap . tee . corner . edge	18. Make five welding joints.	Cut six pieces of metal 4" long, 2" wide, ¼" thick and weld in configuration below: 

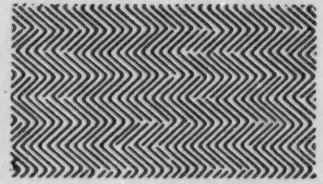
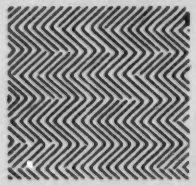
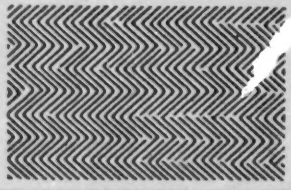
Curriculum Content	Activities	Resources
	19. With other class members, discuss reasons for wanting to develop welding skills and ways in which competency in welding can lead to economic independence.	

EVALUATION: The student should (1) join together six pieces of metal by making five welding joints, (2) describe his or her feelings about learning the welding skills and (3) tell ways in which becoming a competent welder could help him or her achieve economic independence.

MATRIX OF BASIC LEARNER OUTCOMES

Category V. Skills in Human Relationships for Careers

Learner Outcome 5:02 The student should understand how being helpful on the job can be beneficial or can have a negative effect, for example, a friendly offer of help by a co-worker can have a positive effect. Helpfulness may have a negative effect when it is done out of a need to dominate another person or from an inability to accept the fact that things might be done in different ways.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Language Arts Physical Education Social Studies		Introduce
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Physical Education and Vocational Education Art Language Arts/English Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Physical Education and Vocational Education English		Emphasize

PARTNERS IN CAREER EDUCATION

SUBJECT: Physical Education **GRADE LEVEL:** 10

CAREER EDUCATION LEARNER OUTCOME: 5:02 The student should understand how being helpful on the job can be beneficial or can have a negative effect.

PERFORMANCE OBJECTIVE: The student will be able to play on a volleyball team in a game situation and to cite ways in which a player's helpfulness can contribute to the success of the team.

Curriculum Content	Activities	Resources
VOLLEYBALL Volleyball game Terms: . serve . bump . finger set . spike . dink . punch . block . dead ball . game point . rotation . side out Skills: . overhead serve . bump . finger set . spike	**The student will:** 1. Write the rules of volleyball as the teacher explains them. 2. Find and write definitions of volleyball vocabulary terms. 3. With other class members, form a circle to observe demonstration and to hear explanation of the overhead serve. 4. With teacher assistance, practice overhead serve. 5. Observe as experienced players demonstrate and explain use of bump in volleyball.	Text: Seaton, Clayton, Leibee, Messersmith, Physical Education Handbook, "Volleyball," Englewood Cliffs, New Jersey: Prentice-Hall, 1970, pp. 379-388. Teacher Information: Players from neighborhood organizations and colleges may be willing to act as resource people.

Curriculum Content	Activities	Resources
Game situation: . rotation . switching out . working ball with dig-set-spike	6. With a partner, practice bumping the ball while instructor and resource people help. 7. Observe demonstration and hear explanation of finger set. 8. Finger set to another student with volleyball. 9. Observe demonstration and hear explanation of spike. 10. Work on net with sets. 11. Set up in game situation and practice rotation and switching out. 12. Play in a game situation to practice working the ball with dig-set-spike. 13. Along with other class members, watch an experienced team work together during a game. 14. Participate in a class discussion on how being helpful as a member of a volleyball team can be beneficial for the success of the team. Cite specific examples of needed helpfulness and cooperation.	

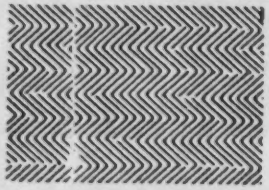
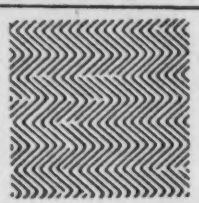
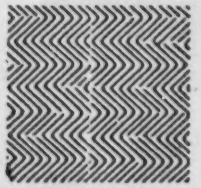
Curriculum Content	Activities	Resources
	15. Brainstorm with class members instances in which a player's being "too helpful" could be detrimental to the team.	

EVALUATION: The student will play on a volleyball team in a game situation and to cite ways in which a player's helpfulness can contribute to the success of the team.

MATRIX OF BASIC LEARNER OUTCOMES

Category V. Skills in Human Relationships for Careers

Learner Outcome 5:04 The student should be able to recognize the degree to which he is able to interact with other people by working as a team member.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Science Language Arts Physical Education Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Science Language Arts Physical Education Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Physical Education and Vocational Education Language Arts/English Music Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Music: Orchestra

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

PERFORMANCE OBJECTIVE: The student will be able to perform as a member of an ensemble and to describe his or her interaction with other members of the ensemble.

Curriculum Content	Activities	Resources/Suggestions
ENSEMBLE Playing skills on individual instruments Translation of musical terminology and symbols into actual sound Factors of correct stage presence and etiquette . posture . acknowledgement of applause . tuning . approaching and leaving the stage . proper attire	The student will: 1. Practice a given composition individually in order to improve his or her performing skills. 2. After playing selected excerpts, be given a section ranking by the conductor. 3. Respond to specific questions asked by the conductor concerning musical terminology and symbols present in the given composition. 4. Note on his or her sheet music any unfamiliar words or symbols. 5. Rehearse in full orchestra, responding to conductor's instructions.	Suggested composition: Beethoven, Symphony #1 Teacher Information: Promptness and courtesy in a group situation should be emphasized.

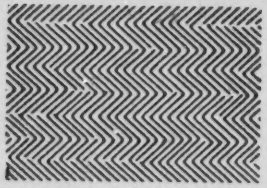
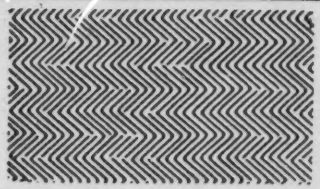
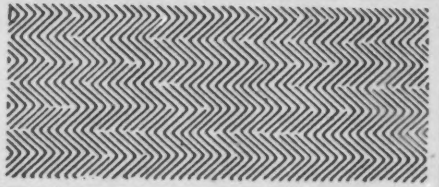
Curriculum Content	Activities	Resources/Suggestions
Elements of consistent cohesive performance . tempo . dynamics . balance . blend . nuance	6. Join a designated ensemble.	
	7. Rehearse given chamber music.	Suggested music: Mozart, Eine Kleine Nachtmusik Teacher Information: Guide rehearsal, but do not display constant supervision.
	8. Attend public concerts of a symphony orchestra.	
	9. Participate in class discussion of the orchestra's stage presence.	Refer to factors in Curriculum Content
	10. Rehearse with his or her ensemble outside of class.	Teacher Information: Students have responsibility for location and time of rehearsal.
	11. Perform in front of class for final comments and suggestions from the conductor and other students.	Refer to elements in Curriculum Content.
	12. Perform in final performance at public concert.	Suggested location: School auditorium
	13. Discuss with other class members factors that are involved in working with other people, adjustments that have to be made.	

EVALUATION: The student will perform as a member of an ensemble and to describe his or her interaction with other members of the ensemble.

MATRIX OF BASIC LEARNER OUTCOMES

Category VII. Personal/Work/Societal Responsibilities

Learner Outcome 7:02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts Physical Education Social Studies		Introduce
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English and Vocational Education Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English and Vocational Education		Emphasize

PARTNERS IN CAREER EDUCATION

SUBJECT: Drama

GRADE LEVEL: 10-12

CAREER EDUCATION LEARNER OUTCOME: 7:02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.

PERFORMANCE OBJECTIVE: The student should be able to identify appropriate behavior which should be exhibited by the set designer while working with the Director/Producer and while working independently to design and draw a set for "Death of a Salesman."

Curriculum Content	Activities	Resources
SET DESIGNING Purposes of the set . aids in audience's understanding of the play . defines time and place . assists in characterization Expresses distinctive qualities of the play . creates mood . suggests type of play Design and drawings of sets to scale . Types of sets . one-set show . multiple set production . drops . wagons . revolving stages . flying scenic units	**The student will:** 1. Read materials concerning the relationship of set design to play production. 2. View a film on play production. 3. Participate in a class discussion of the purposes of the set or scenery in a play.	Resources: Beck, Roy A., etal, Play Production in the High School, Snokie, Illinois: National Textbook Company, 1973. Parker, Oren, Scene Design and Stage Lighting, New York: Holt, Rinehart and Winston, Inc., 1963. Sound Filmstrip Set, "Play Production", 1 hour 30 minutes, Pleasantville, New York: Educational Audio Visual Inc., 1972.

Curriculum Content	Activities	Resources
Factors influencing set design: . resource . costumes . lights . directing skill	4. Locate information which describes the duties of a set designer.	Occupational Outlook Handbook, Bureau of Labor Statistics, Washington, D.C.: U. S. Government Printing Office. The World Book Encyclopedia, Vol. 19, Chicago: Field Enterprises Educational Corporation, 1973, pp. 188a-188c.
	5. Participate in a class discussion on appropriate behaviors which a set designer needs to exhibit while working independently and under supervision.	Teacher Information: Responses could include the following: working independently . reading the play . researching customs, architecture and furnishings of the period . identifying initial set requirements . making preliminary sketches working under supervisio . designing sets to accomodate actors' entrances and exits according to the director's preference . obtaining resources according to allocations specified by the director . identifying type of set to be used

Curriculum Content	Activities	Resources
	6. Identify and list advantages and disadvantages of five types of sets.	
	7. Read and discuss "Death of a Salesman."	Miller, Arthur, "Death of a Salesman," New York: Viking Press, Inc., 1967.
	8. Participate in a class discussion on the type of sets he or she feels would be appropriate for "Death of a Salesman.	
	9. Review various sets designed for "Death of a Salesman" by professional designers.	
	10. Discuss and list with a small group of students various factors which influence set design.	
	11. Design and draw to scale a set for "Death of a Salesman" that could be used in a school production.	Teacher Information: The set should be designed using materials and resources available at the school.

EVALUATION: The student should identify appropriate behavior which should be exhibited by the set designer while working with the Director/Producer and while working independently to design and draw a set for "Death of a Salesman."

G R A D E E L E V E N

MATRIX OF BASIC LEARNER OUTCOMES

Category I. Career Planning and Decision Making

Learner Outcome 1:02 The student should be able to apply decision-making steps to solving personal problems and career choice.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject: Health Language Arts Science Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12	Introduce
Recommended Subject: Physical Education Language Arts/English Mathematics Science Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12	Develop
Recommended Subjects: Physical Education and Vocational Education English Science Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12	Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Homemaking: Consumer Education GRADE LEVEL: 11-12

CAREER EDUCATION
LEARNER OUTCOME: 1:02 The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.

PERFORMANCE OBJECTIVE: The student will be able to evaluate a decision that he or she has carried out recently and decide whether the best possible use of resources was made, the decision was in keeping with personal values and the goal was reached.

Curriculum Content	Activities	Resources/Suggestions
CONSUMER DECISION MAKING	The student will:	
Identifying ways decisions can be made	1. React to statement: "Think before you act." Relate incidences in which he or she failed to heed this statement.	Text: Warmke, Consumer Decision Making, Dallas: Southwestern Publishing Co., 1972.
	2. Identify ways in which decisions should be made.	Teacher-made transparencies.
Understanding and using the steps in the decision making process can lead to greater satisfaction with decision making.	3. Participate as the class names the steps in the decision making process.	
	4. Read case studies of a family making a decision.	Consumer Education Part II, Home economics, Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas, 79409.
Steps in problem-solving . identify problem . identify values and goals . consider alternatives . put plan into action . evaluate result	5. Work in a small group to solve a given problem, following steps in the decision making process.	Teacher will select group problems of pertinent interest to specific class.

Curriculum Content	Activities	Resources/Suggestions
	6. Compare the group's solution with those of other groups and help determine the most satisfactory solution.	
Types of decisions	7. List from class discussion the major and minor decisions that students have made during the past week and which they anticipate making in the immediate future.	
	8. Identify decisions which are habitual and check them against the decisions listed on a transparency.	Teacher made transparency of common habitual decisions such as eating, brushing teeth, etc.
Decisions are inter-related	9. React to statement, "One decision may necessitate further decisions."	Teacher Information: Discussion should include interrelatedness of decision such as how time, money and energy used for one purpose is not available for another. Show how major and minor decisions are related.
Implementing decision	10. Write a paragraph illustrating each step of decision making in the management process.	Consumer Education, Part II, Texas Tech guide. Handout of definition of management (or it could be a transparency).
	11. Respond in writing to the following statements: a) List five steps in the decision making process. b) List three major decisions a senior in high school usually makes. c) List a decision and two other decisions that must be made as a result of the first.	

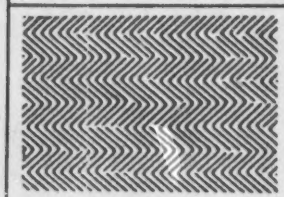
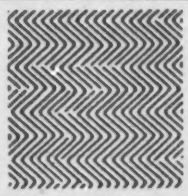
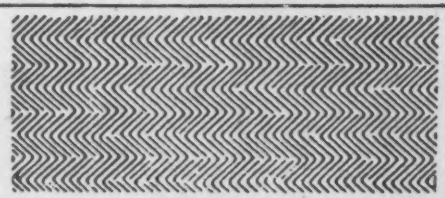
Curriculum Content	Activities	Resources/Suggestions

EVALUATION: The student will evaluate a decision that he or she has carried out recently and decide whether the best possible use of resources was made, the decision was in keeping with personal values and the goal was reached.

MATRIX OF BASIC LEARNER OUTCOMES

Category IV. Attitudes and Appreciation for a Career Success

Learner Outcome 4:07 **The student should display an awareness of man's need to experience personal satisfaction through his own accomplishments, recognizing that satisfaction is, or can be, different for different individuals.**

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Language Arts Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Physical Education Language Arts Science Social Studies		Develop
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Physical Education Language Arts/English Mathematics Music Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Physical Education GRADE LEVEL: 11

CAREER EDUCATION LEARNER OUTCOME: 4:07 — The student should display an awareness of one's need to experience personal satisfaction through one's own accomplishments, recognizing what satisfaction is and that it can be different for different individuals.

PERFORMANCE OBJECTIVE: The student will be able to describe in writing the personal satisfaction which he or she gained by completing an individualized, sequential twelve-week run, jog, walk program.

Curriculum Content	Activities	Resources/Suggestions
PHYSICAL CONDITIONING Physical aspects of conditioning . cardio-vascular endurance . strength . power . flexibility . balance . speed . coordination	The student will: 1. Participate in a teacher-guided class discussion on the eight aspects of physical conditioning emphasizing particularly cardio-vascular endurance. 2. View film, "Success Story," and identify through discussion some affective aspects of personal achievement. 3. View film, "Run Dick Run Jane." 4. In a small group discuss the personal satisfactions that persons in the film might have derived from participating in run-jog programs.	Text: Berger, Richard, Conditioning for Men, "Basic Concepts of Physical Activity," Boston: Allyn and Bacon, Inc., 1973. Film: Bread and Butterflies, "Success Story," color, 15 min., Bloomington, Indiana: Agency for Instructional Television, 1974. Film: "Run Dick Run Jane," color, 20 min., Provo, Utah: Brigham Young University, 1971.

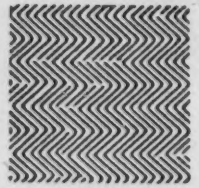
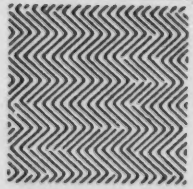
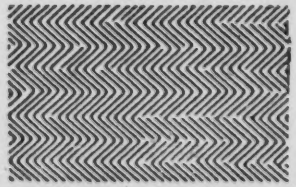
Curriculum Content	Activities	Resources/Suggestions
Personal run programs . student choice-teacher guided (1/2 mile, 1 mile, 6.5 minute mile, 1 1/2 mile, 2 mile) run, jog, walk program	5. With teacher guidance, select a personal conditioning program. 6. Participate in an individualized run program.	Information available from Alamo Heights Conditioning "Run" Program, % Jim Tatsch, P.E. Coordinator, 6900 Broadway, San Antonio, Texas 78209.
Pulse and its relationship to conditioning	7. Participate in the Harvard Step Test (6 times) to plot sequences of pulse for twelve weeks. 8. After completing the sequential twelve-week run, jog and walk program, describe in writing the personal satisfaction gained from completing the program.	Text: Wessel and MacIntrye, Body Contouring and Conditioning Through Movement, "Basic Concepts of Physical Activity," Boston: Allyn and Bacon, Inc., 1973.

EVALUATION: The student will describe in writing the personal satisfaction which he or she gained by completing an individualized, sequential twelve-week run, jog, walk program.

MATRIX OF BASIC LEARNER OUTCOMES

Category VII. Personal/Work/Societal Responsibilities

Learner Outcome 7:11 The student should be able to identify responsibilities which he would have to himself and responsibilities he would have to fellow workers when performing a task or job.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Language Arts Physical Education Science Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Language Arts/English Physical Education Science Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies and Vocational Education English Physical Education		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: World History

GRADE LEVEL: 11

CAREER EDUCATION LEARNER OUTCOME: 7:11

The student should be able to identify responsibilities to himself or herself and responsibilities to fellow workers when performing a task or job.

PERFORMANCE OBJECTIVE:

The student will be able to contrast the work situations of skilled laborers and unskilled laborers in Medieval Europe and make modern day comparisons, including the concept of responsibility to oneself and others in performing a task.

Curriculum Content	Activities	Resources/Suggestions
MEDIEVAL EUROPE The Guild System . classification of craftsmen's skills . exclusion of competition . initial laying of foundations for modern business, trade and labor union practices	The student will: 1. Read "Artisans and Guilds" in the text. 2. Discuss the development and structure of the Medieval Guild System. 3. View the film, "Medieval Times." 4. Discuss the filmed interpretation of the rise of Venetian and Genoan merchant princes, the spread of merchant guilds, and the economic role of craft guilds in medieval society. 5. Participate as the class charts the advantages of skilled workers over disadvantaged workers during Medieval and current times.	Text: Welty, Paul Thomas, Man's Cultural Heritage, New York: J. B. Lippincott Co., 1969, p. 321. Film: "Medieval Times: Guilds and Trade," 16 mm, 13 min. ESC Region 10.

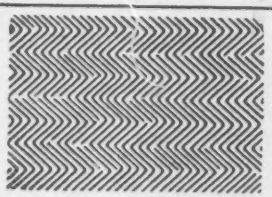
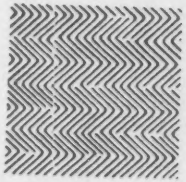
Curriculum Content	Activities	Resources/Suggestions
	6. Discuss the concept of responsibility to oneself and to fellow workers as it applied to the Guild System. 7. Choose a skilled job available today and identify the responsibilities and to whom he or she would be responsible in performing the job.	

EVALUATION: The student will contrast the work situations of skilled laborers and unskilled laborers in Medieval Europe and make modern day comparisons, including the concept of responsibility to oneself and others in performing a task.

MATRIX OF BASIC LEARNER OUTCOMES

Category VIII. Economic Factors Influencing Career Opportunity

Learner Outcome 8:31 The student should understand that we must depend on other people, businesses and communities for our basic needs, such as food, shelter, health care, and education.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject: Language Arts Art Mathematics Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12 	Introduce
Recommended Subject: Health Language Arts Mathematics Science Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12 	Develop
Recommended Subjects: Social Studies and Vocational Education Health Language Arts/English Science	K 1 2 3 4 5 6 7 8 9 10 11 12 	Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: American History GRADE LEVEL: 11

CAREER EDUCATION LEARNER OUTCOME: 8:31 — The student should understand that we must depend on other people, businesses and communities for our basic needs, such as food, shelter, health care and education.

PERFORMANCE OBJECTIVE: The student will be able to identify four ways in which the Federal Government helped some citizens provide for their basic needs during the Great Depression and sources upon which many people depend in order to meet their basic needs today.

Curriculum Content	Activities	Resources/Suggestions
THE GREAT DEPRESSION	The student will:	
President Roosevelt works to prime the economic system. Unemployment persists. Relief payments are made locally.	1. After reading Chapter 12 of the text, share in a class discussion of the "The Great Depression."	Text: Feller, Irwin, et al., Perspectives in United States History, Chapter 12, "The Great Depression," Dallas: Field Educational Publications, Inc., 1972, pp. 310-333.
Breadlines exist.	2. Participate in a class discussion of the state of society in 1933, identifying services the government began to provide to individuals that were normally provided by a relatively self sufficient society or family unit.	
The Federal Government provides jobs through new legislation: . ERA . NRA . CWA . WPA . TUA . CCC	3. If called upon, describe the purpose and effectiveness of the federal program identified by one of the following acronyms: ERA, NRA, CWA, WPA, TUA, CCC or PWA.	

Curriculum Content	Activities	Resources/Suggestions
Social Security System	4. Research the Social Security System determine the reasons for its establishment and compare original and current eligibility requirements for payment. 5. Interview senior citizens to learn what they remember most vividly about the people, the government, "the hard times," and the good times of the 1930's. 6. Through research interviews, determine how self sufficient most families were just prior to and during The Great Depression and how self sufficient most families are today. 7. List the basic needs of an individual and identify people or things that supply the needs. Compile a similar list of society's needs.	Teacher Information: Personal Needs (based on Maslow's heirarchy of needs*): 1. physiological needs 2. safety needs 3. need for belonging 4. need for importance, self esteem, respect, independence 5. need for information 6. need for understanding 7. need for beauty 8. need for self-actualization *Hurlock, Child Growth and Development, Dallas: Webster Division, McGraw-Hill, 1970.

Curriculum Content	Activities	Resources/Suggestions
		Society's Needs: 1. economic . stability . interdependence 2. social . welfare . health care . education . justice 3. political . election process . justice

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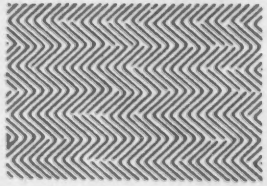
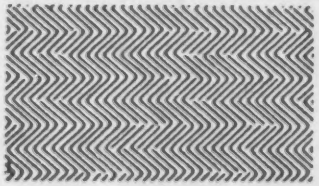
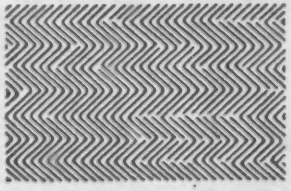
EVALUATION: The student will identify four ways in which the Federal Government helped some citizens provide for their basic needs during the Great Depression and sources upon which many people depend in order to meet their basic needs today.

G R A D E T W E L V E

MATRIX OF BASIC LEARNER OUTCOMES

Category IV. Attitudes and Appreciation for a Career Success

Learner Outcome 4:08 The student should display pride in his work and work products.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Language Arts Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Art Health Language Arts/English Science Social Studies		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Mathematics and Vocational Education English Science Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Trigonometry

GRADE LEVEL: 12

CAREER EDUCATION LEARNER OUTCOME: 4:08

The student should display pride in his or her work and work products.

PERFORMANCE OBJECTIVE:

When presented with ten circular functions, the student will be able to correctly graph at least eight, identify the amplitude, period, phase shift and asymptotes, and cite one or more instances during the graphing in which a feeling of pride was experienced.

Curriculum Content	Activities	Resources/Suggestions
CIRCULAR FUNCTIONS Terminology: . amplitude . sine wave . cycle . period . phase shift . asymptotes Review circular functions . domain, range . period . relative maxima and minima . asymptotes Recognition of form Y=a sin b (x-c)+d	The student will: 1. Review circular functions by consulting text and list for each of the six the a) domain, range b) period c) relative maxima and minima d) asymptotes e) quadrantral values f) values at $\pi/6$, $\pi/4$, $\pi/3$ 2. Graph circular functions of the form Y=a sin x. 3. Compare the graphs of the form Y=a sin x to indicate the effect of a on the graph. Ex. a=1/2, -2, 2	Text: Wooten, et al., Modern Trigonometry, Chapters 1 and 2, Boston: Houghton Mifflin Company, 1973. (Any trigonometry text would be appropriate.) Teacher Information: Provide overhead each day. Use the same scale for basic graphs of each of the six functions. Teacher Information: Indicate to students that the $\|a\|$ is the amplitude for the sine function as well as for the cosine function. Point out maxima, minima and range.

Curriculum Content	Activities	Resources/Suggestions
	4. Graph circular functions of the form Y=cos b x.	Teacher Information: Write overlays using same scale to indicate the effect of 161 on the period.
	5. Contrast the graphs of Y=a cos x.	Teacher Information: Provide students with transparencies to draw graphs and contrast using the same scale.
	6. Graph circular functions of the form Y=cos x+d.	Teacher Information: Emphasize that d indicates the amount d is raised or lowered.
	7. Graph equations of the form Y=a sin bx+d.	
	8. Critique the graph which another student drew in activity #7. Check for: a) correctness of plotting b) accuracy of scale c) ease in reading	
	9. Participate in a teacher-led discussion of the importance of displaying pride in one's work and work products in relation to trigonometry and the world of work.	
	10. Graph equations of the form Y=a sin b(x-c) +d using either of two methods. a) table of values b) graphing Y=a sin bx+d then applying phase shift using compass or straight edge	Teacher Information: Indicate c dictates the phase shift.

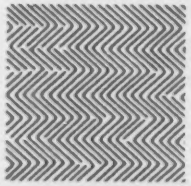
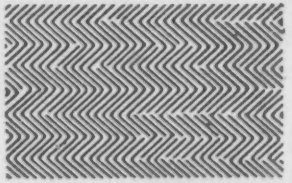
Curriculum Content	Activities	Resources/Suggestions
	11. When presented with equations, write without graphing the a) period b) asymptotes c) domain, range d) relative maxima and minima	Teacher Information: Construct chart indicating each aspect. Clarify: a - amplitude b - period c - phase shift d - raise or lower
	12. Identify the criteria when presented with a graph and approximate the function which describes the graph.	Teacher Information: Provide students with dittoed copies of at least ten graphs. Teacher Information: Criteria a) period b) asymptotes c) domain, range d) relative maxima and minima

EVALUATION: When presented with ten circular functions, the student will correctly graph at least eight, identify the amplitude, period, phase shift and asymptotes, and cite one or more instances during the graphing in which a feeling of pride was experienced.

MATRIX OF BASIC LEARNER OUTCOMES

Category V. Skills in Human Relationships for Careers

Learner Outcome 5:11 **The student should be able to understand factors which contribute to prejudice such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.**

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts Social Studies		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Language Arts/English Social Studies		Develop
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
English Social Studies		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: English

GRADE LEVEL: 12

CAREER EDUCATION LEARNER OUTCOME: 5:11 — The student should be able to understand factors which contribute to prejudice, such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

PERFORMANCE OBJECTIVE: The student will be able to (1) identify techniques of drama, (2) orally interpret scenes from Hamlet, Act I, which illustrate prejudices of mother/son conflicts and (3) compare attitudes depicted in the drama with attitudes shown by people today.

Curriculum Content	Activities	Resources/Suggestions
HAMLET, ACT I Types of drama . Greek . Shakespearean Techniques of drama . theme . characterization . plot . setting . climax . conflict . figures of speech . symbolism . terminology . mood . purpose . diction . imagery . irony . organization . style . suspense	The student will: 1. Take notes during a presentation of Hamlet, Act I, by a drama teacher. 2. Select and research one of fifteen techniques of drama. 3. Share research information with other class members. 4. Using two resources and specific examples, write a report on one technique of drama. 5. If extra credit is desired, research and present orally information regarding the geographical-historical England of Shakespeare's time. 6. Read orally a part of a scene and identify the specific technique of drama employed. 7. Discuss mother/son conflicts depicted in each scene.	Speech/drama teacher. Library Maps, library Teacher-made overhead transparencies.

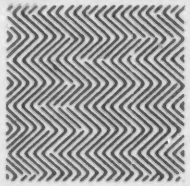
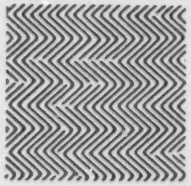
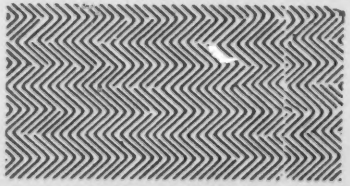
Curriculum Content	Activities	Resources/Suggestions
Time in England . geographical . historical Conflicts in Hamlet . mother/son Oral interpretation of scenes	8. Memorize three specific quotes depicting these conflicts. 9. Participate in a class reading of the play by volunteering for an individual part. 10. Write an essay relating the specific conflict that is seen by individual student. 11. View and discuss the film, "A Classic Theater: Hamlet." 12. Complete an objective test naming types and techniques of drama. 13. Take a specific conflict discussed in class and using personal experiences to prove conflict, write a subjective paper.	Film: "A Classic Theater: Hamlet," Boston: Public Broadcasting System.

EVALUATION: The student will (1) identify techniques of drama, (2) orally interpret scenes from Hamlet, Act I, which illustrate prejudices of mother/son conflicts and (3) compare attitudes depicted in the drama with attitudes shown by people today.

MATRIX OF BASIC LEARNER OUTCOMES

Category VI. Self-investigation and Evaluation for Career Success

Learner Outcome 6:03 The student should be able to identify his interests which are related to his career direction, for example: likes working outdoors or indoors, likes working with people or alone.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies Language Arts		Introduce
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies Language Arts/English		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies and Vocational Education Language Arts/English		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: American Government GRADE LEVEL: 12

CAREER EDUCATION LEARNER OUTCOME: 6:03 The student should be able to identify his or her interests which are related to his or her career direction, for example: Likes working outdoors or indoors. Or, likes working with groups or alone.

PERFORMANCE OBJECTIVE: The student will be able to portray a U. S. Representative in a role-playing situation and to indicate whether he or she prefers working with groups or alone.

Curriculum Content	Activities	Resources/Suggestions
HOUSE OF REPRESENTATIVES Organization of U. S. House of Representatives . basis of representation . caucus and leader selection . designation of standing committees and duties Steps a bill goes through . written . introduced . numbered and assigned to appropriate committee . discussed in committee hearings . recommended by committees (Pigeonhold) . placed on House calender	The student will: 1. Write the answers to the following questions: . What is the total membership of the U. S. House of Representatives today? . What is the total membership by parties? . How is the Speaker of the House chosen? To what party does he belong? . What are the names of five of the most important standing committees? 2. Discuss questions and answers in class. 3. Participate in class selection of five standing committees which will be set up in class. 4. Listen to newscasts and scan newspapers daily for information regarding members and activities of the House.	Suggested student references: Textbooks World Almanac Book of Facts

Curriculum Content	Activities	Resources/Suggestions
. brought to floor . discussed or debated . voted upon	5. Become a member of the party designated by the teacher after students have counted off.	Teacher Information: Suggestion: Designate students calling out odd numbers as Democrats; those naming even numbers as Republicans.
Completion of the process . passed by House and Senate . revised as required by joint committee . previewed by president and: signed vetoed "pocket-vetoed" . printed and distribute	6. As a participate in party caucuses, help select committee chairpersons, and majority and minority leaders and whips.	Teacher Information: House Leader must be a member of the majority party. Seniority should be explained although it cannot be used in the classroom situation.
	7. Make a personal name tag and identify the state he or she will represent.	
	8. With a student group, write a bill.	Teacher Information: Explain to students the most frequent ways in which bills are written: administrative branch, pressure group, etc.
	9. Drop bill in hopper.	
	10. Participate in class role-play of "Steps a Bill Goes Through" and "Completing the Process."	Refer to Curriculum Content
	11. Complete a teacher-prepared evaluation of the role-playing activity.	Suggested evaluation: . Which activity did you enjoy most? . Did you have an active part in decision making?

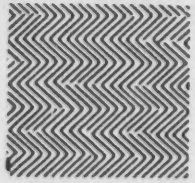
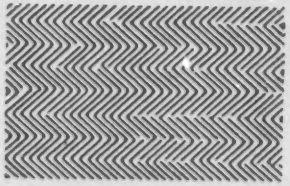
Curriculum Content	Activities	Resources/Suggestions
		. Were you able to compromise when necessary? . Do you feel you learned by role-playing? . Would individual assignments and research have been more profitable? . Do you feel you would enjoy being a participant in real political life? . Would you like to work in a related field such as law-making, or other public service endeavors?
	12. With other class members discuss the results of the evaluation of the role-playing activity and indicate preference for working with groups or alone.	Teacher Information: Include in the discussion the interests, abilities and personality traits that might contribute to the success of a politician pointing out the need to be able to work with a group, make compromises, etc.

EVALUATION: The student will portray a U. S. Representative in a role-playing situation and to indicate whether he or she prefers working with groups or alone.

MATRIX OF BASIC LEARNER OUTCOMES

Category VI. Self-investigation and Evaluation for Career Success

Learner Outcome 6:09 The student should be able to identify the skills he has which are necessary for success in his chosen career area.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Science Language Arts Mathematics Social Studies		Introduce
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies and Vocational Education Language Arts/English		Develop
Recommended Subjects:	K 1 2 3 4 5 6 7 8 9 10 11 12	
Social Studies and Vocational Education English		Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Office Procedures GRADE LEVEL: 12

CAREER EDUCATION LEARNER OUTCOME: 6:09 — The student snould be able to identify the skills which he or she has which are necessary for success in the career area of his or her choice.

PERFORMANCE OBJECTIVE: The student will be able to identify job requirements in three occupational areas of interest to him or her and identify the skills he or she has which are necessary for success in those career areas.

Curriculum Content	Activities	Resources/Suggestions
OFFICE WORK Duties of office employee Qualities important for success in business Self-recognition and identification of skills and attitudes by student	The student will: 1. Read Chapters 1 and 2. 2. Make a balance sheet showing Student's Name Balance Sheet Date Assets or (Strengths) | Liabilities or (Weaknesses) Proprietorship (What am I worth to a business?)	Text: Meehan, Oliverio and Pasework, Secretarial Office Procedures, Chapters 1 and 2, Chicago: South-western Publishing Company, 1972.

Curriculum Content	Activities	Resources/Suggestions
	3. With several other students, select questions to be used in a job analysis.	
	4. Complete a job analysis for at least three office positions and summarize the information for the class.	
	5. Compose, type and mail questionnaires to business representatives in the area to find out what is involved in certain occupations in the areas of training, skill skills, duties, advancement opportunities, salaries and working conditions.	Teacher Information: Questionnaires would be limited according to businesses in the area.
	6. Use the Occupational Outlook Handbook to gather information on the three business careers he or she plans to investigate.	U.S. Department of Labor, Occupational Outlook Handbook, Washington, D.C., U.S. Government Printing Office, 1974-75.
	7. Interview a recent graduate who works in an office.	Teacher Information: Allow time for questions from students.
	8. After viewing films and filmstrips on preparing for a career in business, write a report on his or her career plans for the future.	Films: "Opportunities in Clerical Work," 10 min., Sterling Educational Films, 1970; "Is A Career In Clerical Work For You?," 16 min., Philadelphia, Penn.: Counselor Films, Inc., 1972.
		Teacher Information: Student will include: . immediate and far-reaching goals . steps necessary to attain these goals

Curriculum Content	Activities	Resources/Suggestions
		. requirements for career he or she has selected . skills and personal qualities necessary for job placement, job success and advancement
	9. Present his or her report to the class on his or her career plans for the future.	Filmstrips and cassettes: "Career Exploration: Clerical Just a Secretary," "Choosing A Profession," and "Secretary Preparing for an Office Job."
Identification of office responsibilities, behaviors and attitudes Responsibilities-- . based on job description . reasonable requests from supervisor	10. Participate in a teacher-led follow-up discussion identifying the responsibilities, behaviors and attitudes expected of an individual in some of the clerical occupations reported on in activity #9 and the office procedures and policies upon which such expectations are based.	Transparencies: Clerical occupations and responsibilities Office behavior, attitudes and traits Procedures and policies in the office
Behaviors-- . cooperative . efficient . punctual . dependable . neat, accurate . polite . tactful	11. Write and present a skit entitled "I Have Some Good News and Some Bad News" to help describe the advantages and disadvantages of jobs in the secretarial field.	
Attitudes-- . respect . concern - work - people . involvement . pride	12. Read want-ads to find jobs for which he or she is now prepared and those desired jobs for which additional training would be needed.	Newspaper want-ads.
	13. Role play the part of a new employee in an office situation.	Suggested roles: Poorly-trained student whose skills are not adequate for job; well-prepared student who is

Curriculum Content	Activities	Resources/Suggestions
Identification of office policies and procedures		confident that he or she can satisfy job requirements.
	14. Take sample Civil Service exam or sample employment test to help assess present skills in relation to job skills.	Sample Civil Service exam.
	15. Prepare bulletin board on office skills.	Want-ads, magazine articles, pictures made on field trips, brochures or employees' manuals obtained from businesses.
	16. Confer with the school counselor about information he or she has on the student's interests, abilities and aptitudes and how they relate to the student's career decisions.	Counselor, aptitude tests.
	17. In order to arrange for a field trip to a business, engage with group members in the following activities: a. Arrange with principal for date and time. b. Compose and type a letter to the business chosen. c. Arrange transportation and meals. d. Plan and type a questionnaire for students to take with them.	Suggested questions: . What jobs are available? . What machines are used? . What are qualifications for jobs? . How do employees feel about their work?

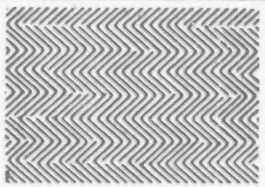
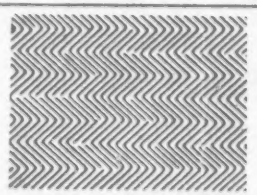
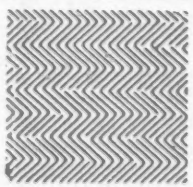
Curriculum Content	Activities	Resources/Suggestions
		. What are the advantages and disadvantages of the work situation?
	e. Arrange for camera, tape recorder and supplies needed. f. Determine proper dress for students. g. Arrange for someone to give the group preliminary information that might make the site visit more meaningful.	Representative of the business or teacher might review (1) what to look for, (2) familiar faces students might see and (3) something unique about the business.
06	18. Write a follow-up letter to the business visited.	

EVALUATION: The student will identify job requirements in three occupational areas of interest to him or her and identify the skills he or she has which are necessary for success in those career areas.

MATRIX OF BASIC LEARNER OUTCOMES

Category VI. Self-investigation and Evaluation for Career Success

Learner Outcome 6:17 The student should be able to understand the relationship of satisfaction to successful achievement.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject: Art Language Arts Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12 	Introduce
Recommended Subject: Physical Education Language Arts/English Music Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12 	Develop
Recommended Subjects: Physical Education and Vocational Education Language Arts/English Music Social Studies	K 1 2 3 4 5 6 7 8 9 10 11 12 	Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 12

CAREER EDUCATION LEARNER OUTCOME: 6:17 The student should be able to understand the relationship of satisfaction to successful achievement.

PERFORMANCE OBJECTIVE: The student will be able to identify the skills and techniques required for success as a professional painter-artist and summarize one artist's thoughts on satisfaction as it relates to successful achievement.

Curriculum Content	Activities	Resources/Suggestions
PAINTING Art media . oil . acrylic . water color . mixed media Styles of today . representational . Western/Regional . photo-realism . surrealism . pop art . non-representational . op-art . colorist . abstract Stages of painters--community artists . senior and graduate art majors . beginning painters . established artists	The student will: 1. Using current periodicals, locate information on the following successful artists of today: Wyeth, Warhol, de Koony, O'Keefe and Casey.	Teacher Information: The student will formulate critique sheets and questionnaires for the activities listed. He or she will critique each activity and document it with illustrative photographs. Polaroid or other simple cameras may be utilized. A notebook will be compiled of the students' critiques, photographs and questionnaires. Suggested periodicals: Art in America, The American Artist, Newsweek, Time, The Saturday Review.

Curriculum Content	Activities	Resources/Suggestions
Techniques . brush strokes . color . detail . composition . subjects Successful artists of today . Andrew Wyeth . Andy Warhol . William de Koony . Georgia O'Keefe . Bernie Casey	2. Scan at least one book for each of the four types of painting media. 3. Help the class identify ways in which "quality" is indicated in various media. 4. Participate in a series of class field trips to the following locations: a) an art exhibit in a museum b) an art exhibit at a university c) three different types of commercial art galleries d) three studios of different types of local artists 5. Talk with a local artist concerning satisfaction which he or she experiences through art and the relationship of satisfaction to achievement. 6. View films on painting styles. 7. View filmstrips. 8. Participate in a class discussion of the qualities and skills exemplified by successful artists.	Suggested books on attached sheet. Teacher Information: Studio visits should be arranged to allow personal interviews with the artists. Suggested films on attached sheet. Suggested filmstrips on attached sheet.

EVALUATION: The student will identify the skills and techniques required for success as a professional painter-artist and summarize one artist's thoughts on satisfaction as it relates to successful achievement.

ACTIVITY RESOURCES

Books:

Alexandrian, Sarane, Surrealist Art
Brophy, John, The Face in Western Art
Geldzahler, Henry, American Painting in the 20th Century
Goosen, E., Stuart Davis
Guptill, Arthur L., Norman Rockwell, Illustrator
Hess, Thomas B., William de Kooning
Masters, Robert E., Psychedelic Art
O'Hara, Frank, Jackson Pollock
Readers Digest Association, Readers Digest Family Treasury of Great Painters and Paintings
Woody, Russell, Painting with Synthetic Media
Curry, Larry, Eight American Masters of Water Color
Charatel, George, Exploring With Polymer
Cogniat, 20th Century Drawings and Watercolors
Waugh, Coulton, Landscape Painting With a Knife
Shuptrine-Dickey, Jerico, The South Beheld
Ludwig, Coy, Maxfield Parrish

Films:

Available through rental from The University of Texas at Austin

"Artists - Claes Oldenburg"
"Artists - Frank Stella and Larry Poons"
"Artists - Jasper Johns"
"Artists - Robert Rauschenberg"
"This is Ben Shahn"
"The Wyeth Phenomenon"
"Meaning in Modern Ptg." Parts 1 and 2

Available through the University of Illinois

"American Realists"
"Bernie Casey, Black Artist"
"Painters of America - Peter Hurd"
"Dong Kingman"
"John Marin"
"Norman Rockwell's World"
"The West of Charles Russell"
"The World of Andrew Wyeth"

Filmstrips:

"Four Women Artists" (O'Keefe, Frankethaller, Nevelson, Marisol), Educational Dimensions Corp.
"The Flight of the Arrow" and "Art and Fantasy" from Art and Man Series, Scholastic magazine and The National Gallery

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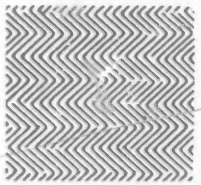
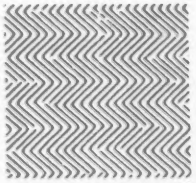
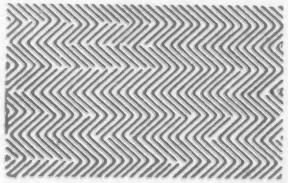
MATRIX OF BASIC LEARNER OUTCOMES

Category VIII. Economic Factors Influencing Career Opportunity

Learner Outcome 8:01 The student should understand that the benefits of technology are the production of new, more and better goods and services.

Subjects other than recommended subject(s) are listed alphabetically.	Recommended Grade Levels	Phase of Instruction
Recommended Subject: Social Studies Art Language Arts Mathematics Science	K 1 2 3 4 5 6 7 8 9 10 11 12 	Introduce
Recommended Subject: Social Studies Art Language Arts/English Mathematics Science	K 1 2 3 4 5 6 7 8 9 10 11 12 	Develop
Recommended Subjects: Social Studies and Vocational Education Consumer Education Science	K 1 2 3 4 5 6 7 8 9 10 11 12 	Emphasize

LEARNING MODULE
PARTNERS IN CAREER EDUCATION

SUBJECT: Voc. Agriculture II

GRADE LEVEL: 10

CAREER EDUCATION
LEARNER OUTCOME: 8:01 The student should understand that the benefits of technology are the production of new, more and better goods and services.

PERFORMANCE OBJECTIVE: During three site visits, the student will be able to determine soil classes, recommend land treatments and to describe ways in which technological changes have affected soil science.

Curriculum Content	Activities	Resources/Suggestions
LAND EVALUATION Soil judging . importance . application . land judging score card Procedure for judging soil . determine texture . determine permeability . observe depth of soil . estimate slope . compute erosion . factors considered that prevents the land from being Class I	The student will: 1. Take notes as teacher describes land-judging score card. 2. Review with the class developments in soil science. 3. Talk with retired farmers about changes in farming procedures and land evaluation. 4. Define the vocabulary as associated with the land-judging score card. 5. As a member of the class, judge and classify three land sites using the score card. . determine soil texture by feeling damp soil from a horizon . determine permeability from	Agricultural Education Teaching Materials Center, Austin, Texas, Ag. Ed. Dept., Basic V.A. II-III, B, 3. Agdex, 016 x 520. Retired farmers Teacher Information: Reprint and give to each student a copy of the land-judging score card from the transparency master, or secure cards

Curriculum Content	Activities	Resources/Suggestions
Land treatments . mechanical practices . vegetative practices . fertilizer and soil amendments Special soils vocabulary: . land class . soil . permeability . erosion, soil . texture, soil . structure, soil . terrace . gullies . grazing . legumes . slope . topsoil . subsoil . surface runoff	observing the most restrictive horizon . estimate soil depth . determine % slope by observing the change of elevation in feet per 100 feet of horizontal distance 6. Review possible practices as well as fertilizers and soil amendments. 7. Recommend a procedure for increasing the capability of the soil class and defend the recommendation. 8. After competing in a local land-judging contest, participate with a team at the district level.	from Tarleton State College, Stephenville, Texas. Provide information on recommended land treatments needed for different land capability classes. Also provide three nearby sites to judge by excavating the soil to the parent material or 48", whichever comes first. Also provide a 100' slope stake to enable students to determine slope. Provide the following Information on Each Land Site: . soil deficiencies . availability of barnyard manure . depth of original topsoil . size of field . factors to consider for treating land receiving the most intensive use

Curriculum Content	Activities	Resources/Suggestions
		. present mechanical practices that should not be considered . other conditions of importance
	9. Review technological developments in land judging and treatments that have occurred during the past thirty years and speculate on changes that may take place during the next thirty years.	

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EVALUATION: During three site visits, the student will determine soil classes, recommend land treatments and to describe ways in which technological changes have affected soil science.

The following publications, Basic Learner Outcomes for Career Education and Matrix of Basic Learner Outcomes for Career Education may be obtained from Partners in Career Education by payment of printing costs.

Walter Rambo, Director
Division of Career Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Elvis H. Arterbury, Director
Partners in Career Education
1201 North Watson Road
Suite 130
Arlington, Texas 76011